

Inspection date

12/12/2012

Previous inspection date

29/05/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder develops warm and secure relationships with the children. She encourages them to settle well by liaising effectively with parents and establishing clear information about their likes and dislikes. As a result, children settle quickly into the childminder's home.
- The childminder engages with children well, holding many worthwhile conversations with them to develop their speaking skills. As a result, children's communication and language are developing well.
- Children are able to select what they would like to play with, thereby developing their own ideas and independence because they can enhance their own learning through their interests.

It is not yet good because

- The childminder does not use the observations of the children's learning to identify their next steps, which results in children not always being provided with challenging enough activities that help them to progress well in their learning.
- Self-evaluation does not currently take into account the views of others or provide a clear view of how the childminder can identify the strengths and weaknesses and improve the overall learning and development for children.
- The links with other early years setting are not yet fully established and so children do not always receive continuity in their learning and of care.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector observed activities in the childminder's home.
- The inspector looked at children's learning journeys, planning documentation, a selection of written policies and children's records.
- Inspector conducted feedback with the childminder.

Inspector

Janice Hughes

Full Report

Information about the setting

The childminder has been registered since 1994. She lives with her husband and their one child aged 17 years and two adult children, in Beauchief, Sheffield. The whole of the ground floor is used for childminding purposes. Children have access to a fully enclosed area for outdoor play to the rear of the property.

The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children attend for a variety of sessions. There are currently 17 children on roll, of whom three are in the early years age range.

The childminder is able to take and collect children from local schools and pre-schools. Also she is a member of the National Childminding Association and receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure observations and assessments of children are used effectively to identify their next steps in their learning and development, so that the activities provided are focussed on providing more challenging experiences to help children to further progress in their learning.

To further improve the quality of the early years provision the provider should:

- strengthen the two-way flow of information with other early years settings to share information about children's progress and achievements, to help ensure the child's needs are met and to provide continuity of their learning and development
- develop further self-evaluation to ensure it is more robust, in order to identify what needs to improve and to plan how this will be achieved. Seek the views of parents, and other professionals in the self-evaluation, in order that their views can be taken into account when establishing an improvement plan.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The childminder is developing her knowledge of the seven areas of learning within the revised early years framework. Overall, children are making steady progress in their learning and development. She provides a sufficient range of activities that interest children. Information regarding what children can already do, their likes and interests are sought by the childminder when the child first attends. These help the children to settle into the home effectively, because the childminder can provide for their needs more efficiently. The childminder observes children and maintains a record of what she sees. However, her methods to evaluate these observations are not robust enough. She does

not use the observations effectively to identify children's next steps in their learning and plan accordingly. Although children are provided with some challenging activities to enhance their learning further, they are not always meeting their individual learning priorities to enable them to make good progress. Nevertheless, the activities offered mean that children make satisfactory progress. Through daily discussions, the parents are kept suitably informed of the activities their children participate in. In addition, they can look at the children's 'learning journey records' where they can see the achievements their children have made. Children are able to easily access a selection of resources and are given lots of opportunities to make their own choices and follow their own interest, which helps to develop a strong sense of belonging and increases their self-esteem and confidence.

Children's language and communication are appropriately fostered because the childminder spends time listening carefully and speaking clearly to them. She gives sound verbal support, asking open-ended questions and introducing new words. She follows children's lead in conversations and helps children expand on what they say. Other opportunities are provided to aid communication, such as, using the small world toys, the doll's house and role play. There are books to develop early literacy skills and children are able to practise early writing skills as they use the large markers and make circular marks and try to write their names. Children gain early mathematics skills as they count throughout the day and learn mathematical skills in their everyday routine and play. For example, they count the beads they are using when they are creating bead pictures. Children learn songs at the 'toddler group' and later sing these with the childminder, developing their favourites. These visits to the 'toddler group' are a regular feature of the childminder's week and children benefit from the additional selection of resources, including the larger physical equipment, where the children can climb and balance and develop their physical skills. These are further developed when they play on the sit-and-ride toys in the garden and visit the local park. These trips also provide opportunities for the children to socialise and use their communication skills with more children and explore their environment, which helps them with their readiness for school.

Children's creative flair is supported well. The childminder provides appropriate equipment, such as, paintbrushes of different sizes and sponge Christmas shapes and paints for the children to explore. She encourages older early years children to use the brushes and sponges accurately. She models how to press the sponges on the paper to create their pictures and they do so independently. Whereas, younger children are exploring the textures of the paint and smear it excitingly around the paper with their fingers. Children giggle and laugh and show enjoyment as they create their painting with enthusiasm and interest. These activities help children to develop their physical skills and encourage their free expression.

The contribution of the early years provision to the well-being of children

Children are happy, confident and are interested in all that they do. They have developed good relationships and are forming secure bonds and attachments with the childminder, which promotes their well-being and independence effectively. This supports them in

developing trusting relationships. The childminder recognises that the concentration span of young children is very short and readily changes activity in response to this, promoting child-choice and independence. Children benefit from a spacious, stimulating and safe environment in which to play and learn. They explore the different play spaces freely and access the various resources easily to support and extend their play ideas. Children feel safe, knowing that the childminder is nearby and supporting activities. Quality toys and resources are stored well to enable children to self-select, further promoting their sense of belonging and independence. As a result, children make good progress in their personal, social and emotional development. Children's behaviour is good and they demonstrate appropriate manners as they say 'please' and 'thank you', without needing to be reminded by the childminder. They learn to share and take turns, passing the toys to each other when playing with the doll's house. They build good relationships as they learn to play cooperatively. The childminder engages in children's play to model good practice.

Children demonstrate a good understanding of their own health and self-care needs. For example, they can dress and undress themselves, attend to their personal routines and show an awareness of healthy eating. These skills help develop children's self-help skills. The childminder has made good relationships with the teachers of the local school and pre-school because she has been taking children to the provisions for a long period of time. This helps support children's smooth transition to pre-school and school.

Children's dietary needs are met by the childminder effectively because she takes time to find out about these when the children have their 'settling in times'. She promotes healthy eating and provides fruit for snack and healthy meals. Children develop a good awareness of safe practices through daily routines, such as waiting for food to cool and looking out for traffic when crossing the road. The childminder reinforces their understanding by explaining why safety equipment is in place. Children help themselves to regular drinks and learn to wash their hands after touching animals. They have daily opportunities to be outdoors which ensures they have regular exercise, develop good physical skills and become confident in managing age appropriate risks.

The effectiveness of the leadership and management of the early years provision

The childminder's knowledge of the safeguarding and welfare requirements is sound and she gives high priority to promoting children's safety. However, the childminder is less secure in her understanding of the learning and development requirements; particularly the assessment of children's learning priorities. She understands what to do should she have a concern about the welfare of a child in her care, who to contact and where to seek advice or support. She ensures that all adults in the household are vetted. She conducts comprehensive risk assessments and completes a daily safety check to ensure children's safety at all times.

The childminder is keen to develop her skills and confidence in childminding and has a realistic view of the quality of provision she provides. She currently identifies her strengths and areas for improvement, but does not involve children or parents in the self-evaluation, to help to drive the provision forward and improve the quality of care and learning of the

children. She is developing ideas for how she can provide a better service and improve the overall outcomes for children. However, she is not prioritising the improvements, to enable her to monitor the effect on the children's overall development and learning. As a result, children's progress is not strong. The childminder is proactive in seeking additional training and is meeting with other local childminders and sharing ideas and activities to improve children's learning and development.

The childminder has a positive relationship with parents, imparting clear information through her portfolio and policies and procedures. The childminder shares her policies and procedures with parents to help them understand how her provision operates. She regularly shares information about the children's daily care, although this tends to concentrate on the welfare of the child, rather than their learning and development. Relationships with other providers delivering the Early Years Foundation Stage are in their early stages of development. The information shared tends to focus on the care of the children and not their learning needs. As a result, each child is not fully supported in the continuity of their learning and development and therefore, is slightly hindered in their ability to make good progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not

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Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not

	meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	300085
Local authority	Sheffield
Inspection number	818594
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	17
Name of provider	
Date of previous inspection	29/05/2009
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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